

Introduction: The chart below outlines the content of the grade-by-grade, month-by-month structure of this curriculum guide.

Grade:	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Content standards indicate what all students should know, understand, and be able to do. Individual Library-Information Literacy Standards 1-5 are emphasized on a month-by-month, grade-by-grade basis.	Benchmarks define our expectations for students' knowledge and skills along a developmental continuum in each content area. That continuum is focused at three points – the end of grade 4, the end of grade 8, and upon graduation (grade 12). The Essential Learning Expectations are specific statements of what all students should know and be able to do at a grade level. They describe a learning progression leading to a Benchmark. Terms in the Vocabulary column represent the words and ideas that a teacher and/or student should understand in relation to the ideas contained in the benchmarks and ELE statements. For Information Literacy/Library Media Content Standards 1, 2, and 3 the terms "plan," "do," and "review" refer to the Super3™ steps. Beginning in Grade 3, the Big6™ steps are introduced in the Vocabulary column. Visit www.big6.com for resources			Suggested assessment strategies will appear in each grade level and month table. Comprehensive systems of assessment, formative to summative, include formal and informal assessment as well as student generated evidence of learning.	Suggested reporting tools and approaches will appear in each grade level and month table.
October						
November						
December						
January						
February						
March						
April						
May/June						

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

Each Information Literacy/Library Media Standard is correlated to the College and Career Readiness Anchor Standards for English Language Arts and the Mathematical practices

Performance Rubrics

The rubrics contained in this framework establish a set of criteria describing students' performance, along a continuum from novice to advanced, that define how well they apply the knowledge and skills contained in the Essential Learning Expectations (ELE). In order to use these generic, analytical rubrics the teacher-librarian or classroom teacher must revise and customize them for specific tasks and assignments. Performance levels define the achievement in broad, general terms and address the question: "How well does a student apply the skills and processes expressed in the standards?" Novice level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark. Nearing Proficiency denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark. "Proficient" denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. "Advanced" denotes superior performance.

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Overview: Standards 1-5		n/a		Pre-test and formative assessments	assignment grades feedback forms self-assessments test reports

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
October	Standard 1: Students must identify the task and determine the resources needed.	Benchmark 1, End of Grade 4: Define the problem. Benchmark 2, End of Grade 4: Identify the types of information needed. Benchmark 3, End of Grade 4: Choose from a range of resources.	1.A. identify the topic 1.B. restate the problem or task in their own words 1.C. use task related vocabulary and keywords 1.D. formulate questions or steps needed to solve the problem or task 2.A. construct a list of possible resources (e.g., reference materials, newspapers, age appropriate Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases) 3.A. determine relevant resources to solve the problem or task	Benchmark 1. keyword, topic, resource, plan, task definition Benchmark 2. information seeking strategies, task definition, reference materials: newspapers, age appropriate Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases, etc. Benchmark 3. relevant, location and access	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Writing</u></p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. Include topics and/or sources by and about American Indians.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><u>Grade Level Standards for Speaking and Listening</u></p> <p>Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics.</p>



English Language Arts/Literacy	Mathematical Practices
<p>1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	

Standard 1 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Define the problem	<p>A. identify the topic incompletely and unclearly</p> <p>B. restate the problem or task with inaccuracies</p> <p>C. use minimal task related vocabulary and keywords</p> <p>D. struggle to formulate questions or steps needed to solve the problem or task</p>	<p>A. identify the topic incompletely</p> <p>B. restate the problem or task</p> <p>C. use some task-related vocabulary and keywords</p> <p>D. formulate some questions or steps needed to solve the problem or task</p>	<p>A. identify the topic</p> <p>B. restate the problem or task in their own words</p> <p>C. use task-related vocabulary and keywords</p> <p>D. formulate questions or steps needed to solve the problem or task</p>	<p>A. identify and narrow the topic with precision</p> <p>B. restate the problem or task in their own words with elaboration</p> <p>C. use enriched task-related vocabulary and keywords</p> <p>D. formulate advanced questions or steps needed to solve the problem or task</p>
2. Identify the types of information needed	A. construct a limited list of possible resources	A. construct a basic list of possible resources	A. construct a list of possible resources	A. construct a list of resources that includes unconventional resources
3. Choose from a range of resources	A. choose an irrelevant source to solve the problem or task	A. determine a limited number of relevant resources to solve the problem or task	A. determine relevant resources to solve the problem or task	A. determine relevant resources to solve the problem or task using a variety of approaches

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
November	Standard 2: Students will locate sources, use information and present findings.	<p>Benchmark 1, End of Grade 4: Locate a resource needed to solve the problem.</p> <p>Benchmark 2, End of Grade 4: Evaluate resources.</p> <p>Benchmark 3, End of Grade 4: Locate information within the source.</p> <p>Benchmark 4, End of Grade 4: Extract information from resources needed to solve problems.</p> <p>Benchmark 5, End of Grade 4: Organize information to solve problems.</p> <p>Benchmark 6, End of Grade 4: Create a product that presents findings.</p>	<p>1.A. locate resources using search techniques (e.g., keywords, Boolean/limiter, phrase, title, author, subject)</p> <p>1.B. locate resources using a library catalog and/or database</p> <p>1.C. locate resources using a call number</p> <p>2.A. determine if the resource is useful (relevant, appropriate, detailed, current, authority, biased)</p> <p>3.A. utilize index/table of contents/glossary if applicable</p> <p>3.B. skim and/or scan for information</p> <p>3.C. use guide words/captions/bold words/headings</p> <p>4.A. demonstrate active listening</p> <p>4.B. recognize main ideas/details</p> <p>4.C. recognize and utilize contextual clues</p> <p>4.D. construct meaning from text by reading for purpose</p> <p>4.E. compile information (note taking, graphic organizers, etc.)</p> <p>4.F. summarize information</p> <p>4.G. cite sources (e.g., title/author/copyright)</p> <p>5.A. organize and select relevant information (e.g., graphic organizer, sort notes, etc.)</p> <p>6.A. design original work following established guidelines</p>	<p>Benchmark 1. fiction, nonfiction, periodicals, biography, reference, dictionary, encyclopedia, atlas, thesaurus, subject encyclopedias, almanac, Boolean/limiter, library catalog, database, call number, location and access</p> <p>Benchmark 2 relevant, appropriate, detailed, current, authority, biased, information seeking strategies</p> <p>Benchmark 3. spine, spine label, author, illustrator, title page, copyright, table of contents, information seeking strategies</p> <p>Benchmark 4. skim, scan, guide words, captions, bold words, headings, active listening, main ideas, details, contextual clues, graphic organizer, use of information</p> <p>Benchmark 5. organization: sequence, alphabetical, chronological, cause/effect, etc., synthesis</p> <p>Benchmark 6. synthesis</p>	Formative	assignment grades feedback forms self-assessments



Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Reading</u></p> <p>Key Ideas and Details</p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Include texts by and about American Indians.</p> <p>Craft and Structure</p> <p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>Grade Level Standards for Writing</u></p> <p>Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>1b. Provide reasons that are supported by facts and details.</p> <p>1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>1d. Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p>

English Language Arts/Literacy	Mathematical Practices
<p>topic and convey ideas and information clearly.</p> <p>2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>3c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>Research to Build and Present Knowledge</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Speaking and Listening Comprehension and Collaboration</u></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by and about American Indians.</p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p>	

Standard 2 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Locate a resource needed to solve the problem	A. identify distinct areas of the library/media facility B. apply few if any search techniques to locate resources C. make an incomplete attempt to locate resources using a library catalog and/or database D. struggle to locate the section of the library or the specific resource given the call number	A. identify and attempt to utilize library/media facility. B. locate resources using limited search techniques and/or with limited success C. locate resources using a library catalog and/or database with inaccuracies D. locate the section of the library but not the specific resource using the call number	A. utilize library facility B. locate resources using search techniques (e.g., keywords, Boolean/limiter, phrase, title, author, subject) C. locate resources using a library catalog and/or database D. locate resources using a call number	A. utilize library/media facility B. locate resources using advanced search techniques C. efficiently locate a variety of resources using a library catalog and/or database D. efficiently locate multiple resources using a call number
2. Evaluate resources	A. limited ability to determine if a resource is useful	A. rely on one or two strategies to determine if a resource is useful	A. determine if the resource is useful (relevant, appropriate, detailed, current, authority, biased)	A. use complex connections to determine if a resource is useful
3. Locate information within the source	A. struggle to locate and use index/table of contents/glossary B. struggle to skim and/or scan for information C. lack understanding of guide words/captions/bold words/headings	A. locate and use index/table of contents/glossary with limited success B. skim and/or scan for information with limited success C. demonstrate beginning use of guide words/captions/bold words/headings	A. utilize index/table of contents/glossary if applicable B. skim and/or scan for information C. use guide words/captions/bold words/headings	A. efficiently utilize index/table of contents/glossary if applicable B. skim and/or scan for information successfully and with ease C. effortlessly use guide words/captions/bold words/headings
4. Extract information from resources needed to solve problems	A. struggle to maintain active listening B. have a general sense of the main ideas and details C. overlook contextual clues D. construct limited meaning from text and/or incomplete ability to read for purpose E. omit most details, facts or concepts when compiling information and/or includes many irrelevant details F. lack the skill to summarize information G. omits source citation	A. demonstrate active listening much of the time B. recognize some main ideas and details C. recognize and utilize contextual clues with inaccuracies D. construct limited meaning from text by reading for purpose E. omit some details, facts or concepts when compiling information and/or includes some irrelevant details F. summarize information incompletely G. cite sources incompletely	A. demonstrate active listening B. recognize main ideas/details C. recognize and utilize contextual clues D. construct meaning from text by reading for purpose E. compile information (note taking, graphic organizers, etc.) F. summarize information G. cite source (e.g., title/author/copyright)	A. models active listening B. makes connections between main ideas and details C. draws logical conclusions between contextual clues D. make connections between text and other sources while reading for purpose E. gleans new insight into details, facts and concepts when compiling information F. summarizes information logically G. cite source

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
5. Organize information to solve problems	A. struggle to organize and select relevant information	A. organize and select relevant information with some accuracy	A. organize and select relevant information (e.g., graphic organizer, sort notes, etc.)	A. organize and select relevant information with detail and/or using unique methods
6. Create a product that presents findings	A. struggle to follow established guidelines and/or create an original work	A. design original work following some of the established guidelines	A. design original work following established guidelines	A. design original work following established guidelines with an impressive level of depth and/or recognize alternative uses for the product

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
December	Standard 3: Students will evaluate the product and learning process.	Benchmark 1, End of Grade 4: Assess the quality of the product. Benchmark 2, End of Grade 4: Describe the process.	1.A. compare product to criteria 1.B. judge final product (e.g., self, teacher, peers) 1.C. generate ideas for improvement of the product 2.A. summarize the steps of the process 2.B. determine whether the prescribed process was followed 2.C. describe how well the process worked	Benchmark 1 evaluation Benchmark 2 evaluation	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Writing</u> Production and Distribution of Writing 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.) Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Grade Level Standards for Speaking and Listening</u> Comprehension and Collaboration 3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>1. Makes sense of problems and persevere in solving them. 8. Look for and express regularity in repeated reasoning.</p>

Standard 3 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Assess the quality of the product	A. struggle to compare product to criteria B. judge final product without demonstrating understanding of evaluation characteristics C. struggle to generate ideas for improvement of the product	A. compare product to criteria some of the time B. judge final product with errors C. suggest general ideas for improvement of the product	A. compare product to criteria B. judge final product C. generate ideas for improvement of the product	A. compare product to criteria throughout the process B. judge final product in a quantitatively deeper way C. generate creative ideas for improvement of the product and/or alternate uses for the product
2. Describe the process	A. summarize few steps of the process B. struggle to determine whether the prescribed process was followed C. struggle to describe how well the process worked	A. summarize some steps of the process B. give an incomplete description of whether the prescribed process was followed C. vaguely describe how well the process worked	A. summarize the steps of the process. B. determine whether the prescribed process was followed C. describe how well the process worked	A. summarize and simplifies the steps of the process B. determine whether the prescribed process was followed with ease and precision C. describe how well the process worked and suggests improvements to the process

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
January	Review and Assessment				Interim: TRAILS	TRAILS report

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
February and March	Standard 4: Students will use information safely, ethically and legally.	Benchmark 1, End of Grade 4: Legally obtain and use information. Benchmark 2, End of Grade 4: Identify the owner of ideas and information. Benchmark 3, End of Grade 4: Participate and collaborate in intellectual and social networks following safe and effective practices.	1.A. respect the concept of intellectual property by following copyright and fair use guidelines 1.B. follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules) 1.C. comply with district technology use policy 2.A. explain concept of plagiarism 2.B. credit sources for print and nonprint resources (e.g., title/author/copyright) 3.A. interact appropriately in social situations (e.g., blended learning, etc.) 3.B. explain the need for Internet safety 3.C. display appropriate online behavior	Benchmark 1. copyright, fair use, district technology use guidelines, intellectual property (copyrights, trademarks, patents), acceptable use policies, location and access, use of information Benchmark 2 author, illustrator, artist, composer, task definition, use of information, synthesis Benchmark 3 blended learning, intellectual networks, social networks, .com, .edu, .org, task definition, use of information, synthesis	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
Grade Level Standards for Writing Text Types and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. 1b. Provide reasons that are supported by facts and details. 1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	1. Makes sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to precision.



English Language Arts/Literacy	Mathematical Practices
<p>1d. Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>3c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. Include topics and/or sources by and about American Indians.</p> <p>8. Recall relevant information from experiences or</p>	

English Language Arts/Literacy	Mathematical Practices
<p>gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>Research to Build and Present Knowledge</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	

Standard 4 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Legally obtain and use information	A. respect the concept of intellectual property by following copyright and fair use guidelines rarely B. follow school guidelines for responsible use of information resources rarely	A. respect the concept of intellectual property by following copyright and fair use guidelines most of the time B. follow school guidelines for responsible use of information resources most of the time	A. respect the concept of intellectual property by following copyright and fair use guidelines B. follow school guidelines for responsible use of information resources	A. respect the concept of intellectual property by following copyright and fair use guidelines B. follow school guidelines for responsible use of information resources
2. Identify the owner of ideas and information	A. struggle to define the concept of plagiarism B. rarely cite sources for print and nonprint resources	A. explain concept of plagiarism at a basic level B. cite sources for print and nonprint resources most of the time	A. explain concept of plagiarism B. cite sources for print and nonprint resources	A. explain concept of plagiarism in elaborate detail B. comprehensively cite sources for print and nonprint resources
3. Participate and collaborate in intellectual and social networks following safe and effective practices	A. frequently interact inappropriately in social situations B. struggle to explain the need for Internet safety with any depth C. struggle to display appropriate online behavior with consistency D. comply with district technology use policy most of the time without understanding why	A. interact appropriately in many social situations B. explain the need for Internet safety at a basic level C. display appropriate online behavior at a basic level D. comply with district technology use policy most of the time with a basic understanding of why	A. interact appropriately in social situations (e.g., blended learning, etc.) B. explain the need for Internet safety C. display appropriate online behavior D. comply with district technology use policy	A. model appropriate interactions in social situations B. explain the need for internet safety in depth C. model appropriate online behavior D. model compliance with district technology use policy

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
April	Standard 5: Students must pursue personal interests through literature and other creative expressions.	Benchmark 1, End of Grade 4: Use a variety of digital and print formats for pleasure and personal growth. Benchmark 2, End of Grade 4: Use a variety of genres for pleasure and personal growth. Benchmark 3, End of Grade 4: Access and understand multiple resources from diverse cultures including Montana American Indians. Benchmark 4, End of Grade 4: Access libraries to seek information for personal interest.	1.A. identify personal interests 1.B. locate personal interest print materials using call numbers 1.C. identify available resources related to interest (e.g., print, nonprint, database, online references, indexes) 2.A. define types of genres in own words (e.g., fairy tales, folktales, mystery, etc.) 2.B. locate and select materials from a variety of genres 2.C. identify award winning literature (e.g., Caldecott, Newbery, Treasure State, Young Reader's Choice, Coretta Scott King, etc.) 2.D. correlate personal interest to a genre 3.A. identify and locate available cultural resources (e.g., print, nonprint, database, online references, indexes, community) 3.B. compare and contrast a variety of cultural materials (including Montana American Indians) 4.A. locate and use community resources (e.g., school library, public library, college library, museum, community members, etc.) 4.B. access online and electronic libraries and resources (e.g., ILL, e-books, etc.)	Benchmark 1. task definition, use of information, synthesis Benchmark 2 genre, Caldecott Award, Treasure State Award, Newbery Award, Young Readers' Choice Award, fairy tales, folktales, mystery, task definition, use of information, synthesis Benchmark 3 location and access, use of information Benchmark 4. Inter-library loan (ILL), e-books, information seeking strategies, location and access, use of information, synthesis	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Reading</u></p> <p>Craft and Structure</p> <p>6. Compare and contrast a firsthand and secondhand account of the same event or topic, including those of American Indians; describe the differences in focus and the information provided.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Grade Level Standards for Writing</u></p> <p>Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>1b. Provide reasons that are supported by facts and details.</p> <p>1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>1d. Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p>

English Language Arts/Literacy	Mathematical Practices
<p>event sequence that unfolds naturally.</p> <p>3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>3c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.).</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. Include topics and/or sources by and about American Indians.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p><u>Grade Level Standards for Speaking and Listening</u></p> <p>Comprehension and Collaboration</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	

Standard 5 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Use a variety of digital and print formats for pleasure and personal growth	A. have difficulty identifying personal interests B. locate personal interest print materials solely through browsing C. identify available resources related to interest occasionally	A. can usually identify personal interests B. locate personal interest print materials using call numbers infrequently C. identify available resources related to interest most of the time	A. identify personal interests B. locate personal interest print materials using call numbers C. identify available resources related to interest (e.g., print, nonprint, database, online references, indexes)	A. identify and expand on personal interests B. model location of personal interest print materials using call numbers C. identify available resources related to interest and transfers skill from one context to another
2. Use a variety of genres for pleasure and personal growth	A. define limited types of genres in own words B. locate and select materials from limited number of genres C. identify limited award winning literature D. correlate personal interest to a genre rarely	A. define some types of genres in own words B. locate and select materials from some genres C. identify some award winning literature D. correlate personal interest to a genre frequently	A. define types of genres in own words (e.g., fairy tales, folktales, mystery, etc.) B. locate and select materials from a variety of genres C. identify award winning literature (e.g., Caldecott, Newbery, Treasure State, Young Reader's Choice, Coretta Scott King, etc.) D. correlate personal interest to a genre	A. define types of genres in own words and cite examples B. locate and select materials from a wide variety of genres C. identify award winning literature D. correlate personal interest to a genre and transfers skill from one context to another
3. Access and understand multiple resources from diverse cultures including Montana American Indians	A. identify and locate available cultural resources some of the time B. compare a variety of cultural materials with some errors.	A. identify and locate available cultural resources most of the time B. compare and contrast a variety of cultural materials with limited perspective	A. identify and locate available cultural resources (e.g., print, nonprint, database, online references, indexes, community) B. compare and contrast a variety of cultural materials (including Montana American Indians)	A. identify and locate available cultural resources using multiple methods B. compare and contrast a variety of cultural materials and make connections with larger multicultural communities (e.g. global, country, state, local, school)
4. Access libraries to seek information for personal interest	A. locate and use a limited number of community resources occasionally B. access online and electronic libraries and resources with limited success	A. locate and use some community resources regularly B. access online and electronic libraries and resources using imperfect search strategies	A. locate and use community resources (e.g., school library, public library, college library, museum, community members, etc.) B. access online and electronic libraries and resources (e.g., ILL, e-books, etc.)	A. locate and use a wide variety of community resources B. access online and electronic libraries and resources using advanced search strategies for greater personal development

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
May/June	Culminating Projects and Assessment				Summative: TRAILS	TRAILS report

Indian Education for All Resources

In addition to providing alignment to the Montana Common Core Standards for Mathematical Practices and the English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, this guide provides a list of suggested Indian Education for All resources. The lists are not exhaustive or complete, but they suggest rich information and context for students to build awareness of the [Essential Understandings Regarding Montana Indians](#) and make connections to Montana's cultural heritage. Complete lists of materials provided to schools by the OPI Indian Education Division can be found on the [OPI Web site](#).

Please visit the OPI Website to access the [MCCS/IEFA ELA Grade 4 Companion Guide](#).